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ABSTRACT

A Florida study identified cultural barriers that may impede students of different cultures from learning in vocational classrooms. One questionnaire was mailed to 15 subjects outside Florida and used as an interview format for 35 personnel of Florida bilingual vocational programs. These participants who were monolingual or bilingual with students from cultures other than their own identified cultural barriers. A second questionnaire was administered to 21 bilingual instructors of students of similar background who indicated their belief as to validity of the identified barriers. Barriers identified as valid included: unrealistic expectations of what school provides; greater differences between individuals than between groups; conflicts due to different beliefs relating to differences in color, ethnic background, social status, religion; instructor belief that all students should adapt to "Anglo" culture; teacher expectations not understood by students; no translators for teachers who do not know target language; students discouraged by lack of understanding who become disruptive; students who see themselves as dumb when they do not remember what they learned the previous day; student responses based on culture that cause teacher to think student is stupid; and students' trying to adapt new and conflicting values, losing respect for family values, or resenting new values. (Instruments are appended.) (YLB)

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FINAL REPORT

Project No. DVE 0 1B31

from March 1, 1980 to June 30, 1981

Part 2

A Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilinqual Vocational Proqrams

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Cultural Barriers

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Table of Contents

Acknowledgements. i

List of Tables. ii

Abstract. iii

Introduction. 1

Statement of the Problem. 1

Review of Literature. 2

Methodology 4

Selection of Programs for the Population. 5
Instruments. 6
Analysis of Data 8

Results and Discussion. 8

Analyses of Data 9
Summary. 40

Conclusions and Recommendations for Research. 44

References. 46

Appendices. 47

A. Questionnaire Materials to Identify Cultural Barriers 48

B. Questionnaire to Validate Cultural Barriers. 55

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Sincerely,

Hollie B. Thomas
Project Director

Tables

1. Difference in Students Expectation of School. 12

2. Difference in the Beliefs About the Way to Get Reward from Work and Life in General 18

3. Conflicts Among Groups of Students that Arise Because of Cultural Differences. 23

4. Conflicts that Arise Because of Feelings Teachers Have About Students of Different Cultures 28

5. Disruptions Caused by Inability of Teachers and Students to Communicate. 29

6. Belief by Student or Teacher that the Other is not Intelligent 32

7. Behavior or Habits of Bilingual or Non-English Monolingual Students Unacceptable to Teachers 34

8. Conflicts that Arise Because Teachers Try to Impose His/Her Values on Students of Different Cultures 37

9. Conflicts that Arise Between the Teacher, Employer, and Student/Employee Because of Difference in Work Behavior of Student/Employee of a Different Culture 41

10. Conflicts that Arise Between Teachers and Student in the Way Students Perceive Classroom Assignments. 43

Abstract

Statement of Problem

This study was designed to identify the cultural barriers that may impede students of different cultures from learning in vocational classrooms in the state of Florida. The cultural barriers, once identified, should provide educators with greater understanding of the problems that exist for culturally different students and thus increase their effectiveness in education these students.

Procedures

The population for this study was bilingual vocational educators, monolingual (English Speaking) vocational educators, English as a Second Language personnel, and bilingual (academic) educators at the administrative and instructional levels. The participants from within the state of Florida were identified through a telephone survey of the Vocational Directors and Program Administrators in each of the 67 districts and 33 community colleges to identify programs with Limited English Proficiency (LEP) students enrolled. Additional programs and personnel were identified during the study by chaining. The programs and personnel outside the state of Florida were identified during the review of literature

and personal contacts.

The total identified population within the state of Florida was asked to participate. Those asked to particiapte from outside the state were selected randomly from the file by selecting every tenth card until 40 were selected. In addition, Bilingual/Bicultural Summer Fellowship students at Florida State University participated in the study.

The respondents to this two part study were from different cultural backgrounds. The respondents to the first part were English Speaking (ES) only and bilingual personnel whose job was primarily the instruction of students of the same culture as themselves.

The cultural barriers that may impede student learning were identified by the use of an open-ended questionnaire (QI) that was mailed to 40 participants outside the state and used as an interview format to interview 35 respondents in the state of Florida. The cultural barriers that were identified in the first questionnaire (QI) were then incorporated into the second questionnaire (QII). The instructions on the questionnaire requested the Bilingual/Bicultural Fellows to indicate the responses that most nearly expressed their belief as to the validity of the cultural barrier.

A five point Likert scale of strongly agree to strongly disagree was provided.

Results and Conclusions

The respondents to the first questionnaire identified 94 barriers and positive characteristics. Based on the data from the second group of respondents, 23 (24.5%) of the 94 items met the criterion for being valid barriers to learning. It is specualted that the diversity in cultural background of the two groups of respondents may be a factor in the low mumber of barriers that were validated. The instruction of students of different cultures may perceive barriers that instructors of students of the same culture are unaware.

Introduction

The population of the state of Florida is composed of individuals from many cultural backgrounds. Many of these individuals are enrolled in vocational programs for the purpose of obtaining occupational skills. The degree to which the vocational education system is effective in providing these skills is dependent on the degree to which the students and teachers overcome the cultural (American and others) differences that exist in their classrooms.

The vocational programs that exist in Florida are designed to meet the needs of the English Speaking (ES) and Limited English Proficiency (LEP) students with little reference to the different cultural factors that exist. The cultural barriers that have been identified have been primarily those that result from the interaction of American and target culture groups with little reference to barriers that may exist between different "target" cultures. It appeared the cultural barriers that exist within the vocational program in the state of Florida between students and/or students and teachers had not been examined prior to the conduct of the present study.

Statement of the Problem

This study was designed to identify the cultural barriers that may impede students of different cultures from learning in vocational classrooms. The cultural

barriers that exist, once identified, would provide consultants, supervisors, and instructors with greater understanding of the problems that exist between the culturally different students as well as teachers. It seems reasonable to assume that knowledge of cultural barriers would increase the educational effectiveness of the programs.

Review of Literature

The culturally different population has traditionally been expected to assimilate into the "Anglo-American" culture. This philosophy has been referred to as the "melting pot" theory. The attempt of the educational system to impose the assimilation of culturally different students may have led to "unfortunate experiences...for minorities, unfair educational policies and practices [that] were implemented nationwide, self-concept development and pride in ethnic cultures and languages were hampered." (Werysacive, 1980).

The failure of the "melting pot" idea and the increased population of culturally different students required the development of theories for the education of all students. The theory of "culturalism pluralism, an umbrella under which [cultural minorities] can preserve their identity and protect their life coexisting with the dominant [American] culture has been suggested." (Garcia, 1976, p. 314).

The vocational education of all students requires meeting the needs of the culturally different and "Anglo" students enrolled. The Federal Government estimate for the time April 1 to September 30, 1980, showed and influx of 99,160 Cuban and Haitian entrants and immigrants who settled in Florida, many of whom enrolled in vocational programs.

The increase in the number of culturally different students enrolled in vocational education programs requires an education system that provides cultural understanding. "The lack of understanding may cause students to be incorrectly stereotyped as 'shy' [stupid] because the teacher was requiring inappropriate behavior for that culture." (Savelle-Troike, 1980, p. 352).

In addition to having the social responsibility of educating culturally different students, the inclusion of individuals with pluralistic cultural understanding in vocational education may serve to enhance business from foreign countries and culturally different communities. In Dade County, for example, it was found that up to 80% of the job opportunities require bilingual/bicultural skills in order for the employers to obtain all possible business. (Vega, Florida Vocational Journal, 2, (2). p. 27, 1977). The bilingual/bilcultural employee can serve both the "American" and foreign client.

On an international level, Reinhart (1981) stated "The era of international vocational education is coming of age...It is time to acknowledge our professional expertise and learn how to apply it to a variety of cultures, economic, and educational systems."
Reinhart (1981) also believed that new opportunities are available on a worldwide basis and present the vocational graduates and instructors with understanding of other cultures and, thus, new opportunities for employment. Cultural understanding, when incorporated into the vocational education of students, may also increase the effectiveness of the education for the culturally different and "Anglo" students by preparing them for national and international employment.

Methodology

The initial programs and population for this study were identified through a survey of the educational districts in Florida to locate programs with LEP culturally different students. Vocational directors or program administrators from each of the 67 districts and 33 community colleges in the state of Florida were interviewed by phone. The information from the interviews identified 12 programs, two of which were not refunded for the 1980-81 school year. Additional programs and staff were identified during the study by chaining. The programs

and population outside the state of Florida were identified during the review of literature and personal contacts.

Selection of Programs for the Population

Staff members in the BVPs in the state of Florida were requested to participate in the study. The programs selected were those whose staff members were willing to participate. In addition, instructors in the Florida State University Bilingual/Bicultural Summer Fellowship program responded to the second questionnaire.

The participants from outside the state of Florida were selected randomly from the file of identified program personnel. Every tenth card was selected from the file until 40 had been selected.

The respondents to this study were from different cultural backgrounds. The first group (RI) that identified the cultural barriers were ES and bilingual vocational personnel and ES and bilingual ESL personnel affiliated with vocational programs. The student population in these programs were from different cultural backgrounds, and largely not from the same cultures as the staff of the identified schools, i.e., Greek-American, French-American, Cuban, and Anglos who instruct Vietnamese, Laotian, Cambodian, and Hispanic students. The second group (RII) were bilingual instructors whose primary instruction is to students with the same background as themselves, e.g, Vietnamese instructors who instruct Vietnamese students.

Instruments

The cultural barriers that may impede students' learning in the vocational program were identified by the use of two questionnaires. The first questionnaire was used as a mailed survey to 40 subjects outside the state and as an interview format when the researcher employed it to interview 35 staff members affiliated with bilingual vocational programs in Florida. Responses to the second questionnaire were obtained from 21 Bilingual/ Bicultural Fellowship recipients at Florida State University (FSU). The fellows were instructors in bilingual programs.

The questionnaires (QI & QII) were designed as follows:

1. An open-ended questionnaire was developed by the researcher.

2. The responses were sought from a sample of bilingual vocational educators concerning their beliefs as to the cultural barriers that may interfere with the students' vocational education. The open-ended questionnaire included the suggested cultural barriers that may exist: expectations, values, social status, communication, beliefs, socialization, and responsibility.

3. A committee of experts reviewed the questionnaire and revisions were made based on their suggestions.

4. The revised questionnaire (QIa) was pilot tested within the state of Florida with vocational instructors of culturally different students. The questionnaire (QIa) was then revised as needed.

5. The final draft of the questionnaire (QIb) (see Appendix A) was then mailed or personally administered to the identified population of instructors and administrators of culturally different students. The appropriate administrative personnel were contacted in the schools in which interviews were conducted in order to obtain permission to collect data from the staff.

6. The information obtained from the questionnaire by mail and personal interviews was synthesized to identify the cultural barriers that were perceived by the respondents.

7. The cultural barriers that were identified were then incorporated into the second questionnaire (QII). The instructions on the questionnaire (see Appendix B) requested these respondents check the response that most nearly expressed their belief as to the validity of the cultural barrier. A five point scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) was provided for their response. Respondents were instructed not to respond to those statements concerning cultures with which they were not familiar.

Analysis of Data

The data obtained from the first questionnaire were synthesized to identify the cultural barriers that the respondents perceived to learning in the vocational classroom. The barriers identified for each individual cultural group were listed, i.e., Cuban, Greek, Haitian. These barriers were found to be repetitious and were removed. Barriers that were identified for most groups or identified as general for the culturally different were identified as "Mixed" groups.

The identified cultural barriers were utilized in the second questionnaire. The instructions requested the respondents to indicate the degree to which they agreed that the cultural barrier would impede learning and/or success in the classroom or on the job. A cultural barrier was identified as valid when a minimum of 60% of the respondents selected SA plus A. A cultural barrier was identified as not valid when a minimum of the respondents selected SD plus D. Therefore, the remaining responses were considered to be potential barriers. The 60% minimum response provided for a working majority and a 10% error factor.

Results and Discussion

The results of this study are presented in two parts: (a) the synthesis of the participants' responses to the first open-ended questionnaire which was designed to

identify the cultural barriers that they perceived as impediments to learning in the vocational classroom and (b) the analyses of the data obtained from the responses to the second questionnaire. The second questionnaire provided the respondents with the opportunity to indicate the degree to which they believed the barriers were relevant to the education of the identified culturally different students.

There were 71 subjects in this study, 50 in the first questionnaire and 21 in the second questionnaire. The respondents to the first questionnaire were bilingual and monolingual staff members associated with vocational education programs with culturally different students enrolled. The respondents to the second questionnaire were Bilingual/Bicultural Fellowship recipients at Florida State University. These fellows were administrators and instructors of bilingual programs which included students from the same cultural background as themselves. These respondents are affiliated with bilingual programs in Florida, New York, Connecticut and Illinois.

Analyses of Data

The first questionnaire was open-ended and provided only suggested areas of concern for cultural barriers (see Appendix A). The questionnaire was mailed to 40 randomly selected bilingual vocational educators in the

United States of which fifteen (38%) responded. The additional 35 participants were interviewed in the state of Florida, by the researcher, employing the format of the mailed questionnaire.

The cultural barriers identified by the respondents to the first questionnaire, mailed and interviewed, were synthesized. The participants also volunteered their perceptions of positive cultural characteristics for several groups. The cultural barriers and positive cultural characteristics were included in the second questionnaire.

The administration of the second questionnaire (see Appendix B) provided for the validation of the identified cultural barriers. The respondents expressed their belief as to the degree to which they agreed that the cultural barrier or characteristic existed. A response was left blank if the participant was not familiar with the identified culture. The validity or invalidity of a barrier or characteristic was determined if a minimum of 60% of the respondents selected SA plus A or D plus SD respectively. Barriers or characteristics not identified as valid or invalid were identified as potential barriers and thus considered by the researcher to be barriers that require further examination. The 60% minimum provided for a working majority with a 10% error factor.

Data obtained from the second questionnaire on a Likert scale ranging from strongly agree to strongly disagree were subjected to the validation criteria and are presented here in turn.

Of the barriers that were perceived as relevant to "Differences in the students expectation of school", only one was identified as valid (see Table 1). The validated barrier was for "mixed" groups (appropriate for more than one culturally different group) and identified the fact that some of these students have "Unrealistic expectations of what school will provide, i.e., instant education without work," was considered by 65.0% of the respondents as a barrier to learning in the vocational classroom.

The invalidated barrier for the "Difference in the students expectation of school" was that Vietnamese students "expect to learn without attending classes" (83.4%). The remaining barriers did not meet either criterion and were thus considered to be potential barriers.

The degree to which the potential barriers were found valid by the respondents were as follows: (a) Mixed, students expect traditional types of instruction and have difficulty in adjusting to the individualized and/or competency-based instruction often used in schools (57.9%), older students expect tasks to be too hard for them to accomplish and often will not try (27.8%); (b) Cuban

Table 1

Difference in Students Expectation of School

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed barriers found to exist in many groups	a.	Unrealistic expectations of what school will provide, i..e, instant education without work, English language skill fast.	5	25.0	8	40.0	2	10.1	1	5.0	4	20.0	1
	b.	Students expect traditional types of instruction and have difficulty in adjusting to individualized and/or competency based instruction often used in schools.	2	10.5	9	47.4	2	10.5	4	21.1	2	10.5	2
	c.	Older students expect task to be to hard for them to accomplish, and often will not try.	0	00.0	5	27.8	3	16.7	7	38.9	3	16.7	3
Cuban-educated that were members of families of status in Cuba	a.	Students expect the teachers to give them special directions, & not require them to read & follow instructions.	0	00.0	3	17.6	5	29.4	0	00.0	9	52.9	4

Table 1 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Cuban-poor with little or no formal education in Cuba	a.	Expect education to be instantaneous,	0	00.0	2	12.5	5	31.3	5	31.3	4	25.0	5
	b.	Expect education to be absorbed without hard work.	0	00.0	3	18.8	8	50.0	2	12.5	3	18.8	5
	c.	Expect to absorb an education without attending school.	1	5.9	3	17.6	4	23.5	6	35.3	3	17.6	4
Iranian	a.	Expect the degree to be the answer to their problems without having to do anything else.	0	00.0	4	28.6	5	35.7	1	7.1	4	28.6	7
Laotian-educated that were members of families with status in Laos	a.	Expect formal education system to be used in the schools.	3	25.0	3	25.0	6	50.0	0	00.0	0	00.0	8
Migrant-Mexican American	a.	Expect immediate reward from education or job(immediate gratification).	0	00.0	4	28.6	4	28.6	4	28.6	2	4.3	6

Table 1 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Migrant-Mexican American	b.	Expect high rewards for little effort in school.	0	00.0	3	15.4	4	30.8	3	23.1	4	30.8	7
	c.	Expect school to be too hard, and thus it is. They exhibit the self-fulfilling prophecy of if you expect something to be hard it will be.	0	00.0	2	14.3	8	57.1	3	21.4	1	7.1	6
	d.	Expect to learn English with little or no effort on their part.	1	7.1	3	21.4	4	28.6	5	35.7	1	7.1	6
Puerto Rican	a.	Expect instruction to be conducted in English.	0	00.0	2	14.3	4	28.6	3	21.4	5	35.7	6
Saudi Arabian educated that are members of prominent families in Saudi Arabia	a.	Expect the education to be provided to them with little or not effort on their part.	0	00.0	0	00.0	8	72.7	1	9.1	2	18.2	10

Table 1 (continued)

Group	Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Vietnamese educated and member of families of status in Vietnam	a. Expect formalized education system to be used in the schools.	5	38.5	2	15.4	3	23.1	2	15.4	1	7.7	7
	b. Expect to learn without attending classes.	0	00.0	0	00.0	2	16.7	2	16.7	8	66.7	8

(educated, who were members of families of status in Cuba) students expect the teachers to give them special directions and not require them to read and follow written instructions (17.6%); (c) Cuban (poor with little or no formal education in Cuba) expect education to be instantaneous (12.5%), expect education to be absorbed without hard work (18.8%), expect to absorb an education without attending school (23.5%); (e) Laotian (educated, who were members of families with status in Laos) expect formal education system to be used in the schools (50.0%); (f) Migrants (Mexican American) expect immediate reward from education or job (28.6%), expect high rewards for little effort in school (15.4%), expect school to be too hard, and thus it is (14.3%), expect to learn English with little or no effort on their part (28.6%); (g) Puerto Rican students expect instruction to be conducted in Spanish (14.3%); Saudi Arabian (educated, who were members of prominent families in Saudi Arabia) expect the education to be provided to them with little or no effort on their part (00.0%), (i) Vietnamese (educated and members of families of status in Vietnam expect formalized education system to be used in the schools (53.9%).

The cultural barriers that were identified for "Differences in the beliefs about the way to get reward from work and life in general" who were identified are shown

in Table 2. The cultural barrier for "Mixed" groups, "Differences were believed to be greater between the individuals rather than between culture groups. The different educational, social, economic, and political level that the individual had in their previous homeland often determined the conflicts that existed in the class" was believed valid by 77.8% of the respondents.

Statements that were considered to be potential barriers and the percentages of respondents that agreed with the statement were as follows: (a) Black students express desire to get ahead and achieve but do the minimum amount of work necessary to get by (43.7%), students express desire to get ahead yet are willing to collect welfare rather than work (26.6%); (b) Buddhists believe that all is predestined. This deters hard work or a desire to change the future. These students are willing to accept their life as it is because this is what was predestined (33.3%); (c) Chinese have problems with oral communication and understanding of other cultures. They desire to maintain their cultural standards and find it hard to understand or accept the cultural values of others (46.2%); (d) Greeks believe when something goes very well or bad that it was "written" and do not blame themselves (14.3%); (e) Migrants want immediate gratification for work done (33.3%), do not believe that hard work and/or

Table 2

Differences in the Beliefs About the Way to get Reward from Work and Life in General

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a.	Differences were believed to be greater between the individual rather than between culture groups. The different educational, social, economic, and political level that the individual had in their previous homeland often determined the conflicts that existed in the class.	7	38.9	7	38.9	3	16.7	1	3.6	0	00.0	3
Blacks	a.	Students express a desire to get ahead and achieve, but do the minimum amount of work necessary to get by.	5	31.3	2	12.5	4	25.0	3	18.8	2	12.5	5
	b.	Students express desire to get ahead yet are willing to collect welfare rather than work.	2	13.3	2	13.3	5	33.3	5	33.3	1	6.7	7

Table 2 (continued)

Group	Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Buddhist as a religious group	a. The Buddhist believe that all is predestined. This deters hard work or a desire to change the future. These students are willing to accept their life as it is because this is what was predestined.	2	16.7	2	16.7	6	50.0	2	16.7			9
Chinese	a. The Chinese work ethic and that of Americans of hard work for advancement are similar. The Chinese desire to:											
	i. learn English quickly and work at it	3	23.1	8	61.5	2	15.4	0	00.0	0	00.0	8
	ii. Advance at work and are willing to work towards their desired objective	5	38.5	4	30.8	3	23.1	0	00.0	0	00.0	8

Table 2 (continued)

Group	Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Chinese	iii. Obtain an education, continue school even when working	6	46.2	4	30.8	3	23.1	0	00.0	0	00.0	8
	b. The Chinese do have problems with:											
	i. oral communication and understanding of other cultures. They do desire to maintain their cultural standards and find it hard to understand or accept the cultural values of others	2	23.1	3	23.1	5	31.5	1	7.7	1	7.7	8
Greeks	a. Are hard workers and adapt to the American work ethics.	4	28.6	7	50.0	3	21.4	0	00.0	0	00.0	7
	b. Believe when something goes very well or bad that it was "written" and do not blame themselves.			2	14.3	10	71.4	1	7.1	1	7.1	7

Table 2 (continued)

Group	Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
igrants	a. Want immediate gratification for work done.	1	6.7	4	26.7	6	40.0	4	26.7	0	00.0	6
	b. Do not believe that hard wok and/or education can lead to a better life.	0	00.0	2	13.3	5	33.3	6	40.0	2	13.3	6
	c. Believe that they must work for the family and not for themselves.	1	7.7	7	50.0	4	28.6	2	14.3	0	00.0	7
	d. Believe that they cannot make it in the work world outside their group.	0	00.0	3	30.0	4	40.0	3	30.0	0	00.0	11

education can lead to a better life (13.3%), do not believe that they must work for the family and not for themselves (57.5%), believe that they cannot make it in the work world outside their group (30.0%).

The positive cultural characteristics that were identified for the Greeks and Chinese that meet the criteria as valid are: (a) Chinese work ethic and that of the Americans of hard work for advancement are similar. The Chinese desire to: learn English quickly, and work at it (84.6%), advance at work and are willing to work towards their desired objective (69.2%), obtain and education and continue school even when working (69.2%); and (b) Greeks are hard workers and adapt to the American work ethic (76.8%). The respondents believed that these two groups are able to adapt to the American work force and do not have cultural barriers in that area.

Conflicts among groups of students that arise because of cultural differences (barriers) as shown in Table 3 were: (a) Mixed, conflicts among groups can occur because of the different beliefs about relating to individuals of other colors, ethnic background and/or social status (64.7%) and conflict within groups or between groups can be due to religious beliefs, e.g., Buddhist and Christian; (b) Cuban, society has a class system that is maintained in the United States (64.7%).

Table 3

Conflicts Among Groups of Students that Arise Because of Cultural Differences

Group	Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know %
Mixed	a. For political or social reasons certain groups are unable to get along.											
	i. Asian-Southeastern	1	8.3	5	41.7	4	33.3	1	8.3	0	00.0	9
	ii. Different Latin American groups	5	29.4	4	23.5	4	23.5	3	17.6	1	5.9	4
	iii. Indochinese and Europeans	0	00.0	5	33.3	5	33.3	2	13.3	2	20.0	6
	iv. Vietnamese and Cambodian	2	16.7	4	33.3	3	25.0	2	16.7	1	1.3	7
	v. Vietnamese and Chinese	3	25.0	2	16.7	4	33.3	2	16.7	1	8.3	9
	b. Conflicts among groups can occur because of the different beliefs groups have about telating to individuals of other colors, ethnic background and/or social status.	2	11.8	9	52.9	5	29.4	1	5.9	0	00.0	4

Table 3 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a.	Conflict within groups or between groups can be due to religious beliefs, i.e., Buddhist and Christian.	1	5.6	13	72.2	2	11.1	2	11.1	0	00.0	3
Migrants	a.	Have a class system within their society that may cause conflict within the group. An example is the Texihanos who tend to stay together and exclude other Hispanic migrants.	0	00.0	4	30.8	8	61.5	1	7.7	0	00.0	8
Japanese	a.	Do not wish to associate with individuals of different cultures and races.	0	00.0	0	00.0	7	53.8	5	38.5	1	7.7	8
Vietnamese	a.	Traditional attitude towards women may cause problems with other cultures.	5	35.7	5	35.7	4	28.6	0	00.0	0	00.0	7
Blacks	a.	Students stay together and tend to exclude others.	0	00.0	7	46.7	5	33.3	3	20.0	0	00.0	6
	b.	Students exhibit a superior attitude toward other cultures.	0	00.0	5	33.3	6	40.0	2	13.3	2	13.3	6

Table 3 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Chinese	a.	Students tend to reject people of other cultures	0	00.0	3	20.0	5	33.3	4	26.7	3	20.0	6
Cuban	a.	Society believe in traditional male-female roles and may conflict with other cultures	3	18.8	7	43.8	5	31.3	1	6.7	0	00.0	5
	b.	Society has a class system that is maintained in this country	4	23.5	4	43.8	4	23.5	2	11.8	0	00.0	4
	c.	Society has a racial discrimination policy that is maintained by some indiiduals	0	00.0	7	43.8	4	23.5	2	11.8	3	17.6	4
Hispanics (in general)	a.	Believe in the traditional role of women that may conflict with other cultures	2	11.8	10	58.8	2	11.8	3	17.6	0	00.0	4
Iranians	a.	Do not wish to associate with individuals of different cultures and races	0	00.0	4	30.8	8	61.5	1	7.7	0	00.0	8

The remaining barriers considered to be potential deterrents to learning were as follows: (a) Mixed, for political or social reasons, certain groups are unable to get along (50.0%), different Latin American groups (52.9%), Indochinese and Europeans (33.3%), Vietnamese and Cambodian (50.0%), Vietnamese and Chinese (41.7%), and a new addition, Iranian and Hispanics; (b) Blacks, students stay together and tend to exclude others (46.7%), students exhibit a superior attitude toward other cultures (33.35); (c) Chinese students tend to reject people of other cultures (20.0%); (d) Cuban society has a racial discrimination policy that is maintained by most individuals (43.8%); (e) Iranians, do not wish to associate with individuals of different cultures and races (8.3%); (f) Migrants have a class system with their society that may cause conflict within the group (30.8%); and (g) Japanese do not wish to associate with individuals of different cultures and races (00.0%).

The two cultural barriers identified for "Conflicts that arise because of feelings teachers have about students of different cultures" met the established criterion to be considered valid were as follows: (a) Mixed, some instructors believe that all students should adapt to the "Anglo" culture and do not attempt to understand the target culture and undecided for (b) Cuban students who

have not been in a traditional class are disruptive because they lack training. The students may also become violent when traditional behavior is demanded of them (46.6%)(see Table 4).

The barriers for "Disruptions caused by inability of teachers and students to communicate" and the respondents' perception of their validity are shown in Table 5. The barriers that were perceived as valid by the respondents were: (a) Mixed, the expectations of the teachers are not understood by the students because of language. The teachers do not know the target language and there are no translators (73.7%), students feel discouraged by lack of understanding and become disruptive (83.8%); and (b) Migrant students become frustrated when they believe that they cannot communicate their feelings and beliefs to the instructors (81.3%).

The potential barriers and the degree to which the respondents believe them to be valid were: (a) Blacks have a physical culture whose gestures may be misunderstood by the teacher (53.3%); (b) Cuban students have the tendency to leave the room without informing the instructor; and (c) Hispanics have a touching culture that may be misunderstood by the instructors (53.3%).

Barriers created because of the belief by student or teacher that the other is not intelligent and which were

Table 4

Conflicts That Arise Because of Feelings Teachers Have

About Students of Different Cultures

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a.	Some instructors beleive that all students should adapt to the "Anglo" culture and do not attempt to understand the target culture.	6	33.3	9	50.0	1	5.6	2	11.1	0	00.0	3
Cuban	a.	Students that have not been in a traditional class are disruptive because they lack training. The students may also become violent when traditional behavior is demanded of them.	2	13.3	7	46.7	4	26.7	2	13.3	0	00.0	6

Table 5

Disruptions Caused by Inability of Teachers and Students to Communicate

Group	Cultural Barriers	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a. The expectations of the teacher are not understood by the students because of language and there are no translators.	2	26.3	9	47.4	4	21.1	1	5.3	0	00.0	2
	b. Students feel discouraged by lack of understanding and become disruptive.	5	27.8	10	55.6	2	11.1	1	5.6	0	00.0	3
Blacks	a. A physical culture whose gestures maybe misunderstood by the teacher.	2	13.3	6	40.0	4	26.7	2	13.3	1	6.7	6
Cubans	a. Students have the tendency to leave the room without informine the instructor.	0	00.0	7	46.7	4	26.7	2	13.3	2	13.3	6
Hispanics	a. A touching culture that may be misunderstood by the instructors.	2	13.3	6	40.0	4	26.7	3	20.0	0	00.0	6

Table 5 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Migrants	a.	Students become frustrated when they believe that they cannot communicate their feelings and beliefs to the instructors.	2	12.5	11	68.8	2	12.5	1	6.3	0	00.0	5

perceived as valid for Mixed groups by the respondents were: (a) students perceive themselves as dumb when they are unable to remember what they learned the day before (88.2%); and (b) responses of students based on culture may cause teacher to think a student is stupid (77.7%).

The barriers that were proved undecided and the degree to which the respondents believed them valid were: (a) Arabs, females are dumb and cannot teach a man (33.3%); (b) Europeans, students believe that teachers perceive them as dumb and leave school (23.1%); (c) Haitians who have poor hygiene habits are believed to be stupid by the teacher (50.0%); and (d) Migrants believe women are inferior and thus stupid. Teachers who are women are stupid (13.3%) (see Table 6).

Barriers (created because of the behavior or habits of bilingual or non-English, mono-lingual students unacceptable to teacher (see Table 7) that met the validation criterion were: (a) Hispanics and Indochinese, speaking in native language in class with others who are unable to understand them (76.5%); and (b) Cuban and Indochinese, helping each other with tests and assignments (60.0%).

The potential barriers were as follows: (a) Mexican and Cuban, smoking in class (28.6%); (b) Southeastern Asian, Vietnamese, personal habits such as expectorating (spitting) in public, blowing nose on arm can make

Table 6

Belief by Student or Teacher That the Other is Not Intelligent

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a.	Students perceive themselves as dumb when they are unable to remember what they learned the day before.	4	23.5	11	64.7	2	11.8	0	00.0	0	00.0	4
	b.	Responses of students based on culture may cause teacher to think student is stupid.	6	33.3	8	44.4	1	5.6	3	16.7	0	00.0	3
Arabs	a.	Females are dumb and cannot teach a man.	0	00.0	4	33.3	7	58.3	1	8.3	0	00.0	9
Europeans	a.	Students believe that teachers perceive them as dumb and leave school.	1	7.7	2	15.4	5	38.5	4	30.8	1	7.7	8
Haitians	a.	Who have poor hygiene habits are believed to be stupid by the teacher.	0	00.0	6	50.0	4	33.3	2	16.7	0	00.0	9

Table 6 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Migrants	a.	Believe women are inferior and thus stupid. Teachers that are women are stupid.	0	00.0	2	13.3	6	40.0	4	26.7	0	00.0	4

Table 7

Behavior or Habits of Bilingual or Non-English Monolingual Students

Unacceptable to Teachers

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mexican and Cuban	a.	Smoking in class.	1	7.1	3	21.4	5	35.7	3	21.4	2	14.3	7
Hispanics and Indochinese	a.	Speaking in native language in class with others who are unable to understand them.	2	11.8	11	64.8	2	11.8	1	5.9	1	5.9	4
Cuban and Indochinese	a.	Helping each other with tests and assignments.	1	6.7	8	53.3	6	40.0	0	00.0	0	00.0	6
Southeastern Asian, Vietnamese	a.	Personal habits such as expectorating (spitting) in public, blowing nose on person can make teachers ill.	0	00.0	5	38.5	6	46.2	2	15.4	0	00.0	8
Haitian, Vietnamese, Arabs	a.	Remove shoes in class.	0	00.0	3	18.8	6	37.5	4	25.0	3	18.8	5

Table 7 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Haitian, Vietnamese, Arabs	b.	Have body odor.	1	7.7	6	46.2	5	38.5	1	7.7	0	00.0	8
Cubans	a.	Do not participate in class work.	0	00.0	3	18.8	6	37.5	4	25.0	3	18.8	5
	b.	Lack of interest in work that is not directly related to the identified class text.	1	7.1	2	14.3	4	28.6	6	42.9	1	7.1	7
	c.	Lack enthusiasm in class for lessons and learning.	0	00.0	5	33.3	3	20.0	5	33.3	2	13.3	6
	d.	Socialize excessively in class.	0	00.0	4	28.6	6	42.9	3	21.4	1	7.7	7

teachers ill (38.5%); (c) Haitian, Vietnamese, and Arabs remove shoes in class (23.1%), have body odor (53.8%); (d) Cubans, do not participate in class work (18.8%), a lack of interest in work that is not directly related to the identified class text (21.4%), lack of enthusiasm in class for lessons and learning (33.3%), and socialize excessively in class (28.6%).

Conflicts (barriers) that arise because the teacher tries to impose his/her values on students of different cultures (see Table 8) that met the validation criterion for "Mixed" group were: (a) confusion is caused in a culturally different home when student tries to adapt new values, and they conflict with home values (73.7%); (b) students may lose respect for family values (77.7%); and (c) students may resent having new values imposed on them (63.2%).

The potential barriers, i.e., those that did not meet either criterion, are as follows: (a) Cuban students do not believe that helping each other on a test is cheating as seen in the "Anglo" society (56.3%); (b) Hispanics resent being expected to adapt to a new time reference, punctuality is not expected in the Latin American countries (53.3%), and Migrants and Arabs, the "macho" society will not accept the value of "equal rights for women" (50.0%).

Table 8

Conflicts that Arise Because Teachers Try to Impose His/Her Values on Students of Different Cultures

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a.	Confusion is caused in a culturally different home when the student tries to adopt new values, and they conflict with home values.	4	21.1	10	52.7	3	15.8	2	10.5	0	00.0	2
	b.	Students may lose respect for family values.	3	15.8	11	57.9	1	5.3	4	21.1	0	00.0	2
	c.	Students may feel threatened by new values.	2	11.1	12	66.6	2	11.2	2	11.1	0	00.0	3
	d.	Students may resent having new values imposed on them.	3	15.8	9	47.4	6	31.6	1	5.3	0	00.0	2
Cuban	a.	Students do not believe that helping each other on a test is cheating as seen in the "Anglo" society.	1	6.3	8	50.0	7	43.8	0	00.0	0	00.0	5

Table 8 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Hispanic	a.	Resent being expected to adapt to a new time reference. Punctuality is not expected in the Latin American Countries.	1	6.7	7	46.7	6	40.0	0	00.0	1	6.7	6
Migrant and Arabs	a.	The "macho" society will not accept the value of "equal rights for women."	1	8.3	5	41.7	6	50.0	0	00.0	0	00.0	9

The cultural barriers that were cited as being deterrents and, thus causing "conflicts that arise between the teacher/employer from different culture(s)," that met the established criterion were: (a) Mixed, young students are more concerned with socializing than learning and working (61.1%), students do not see importance of understanding and accepting new culture (66.7%); and (b) Cuban students do not desire to learn new culture (66.7%).

The potential barriers were: (a) Mixed, those individuals who were affluent or came from affluent families cannot adapt easily to the work situation in this country (27.8%); (b) Hispanics are not usually punctual (33.3%), call or do not go to work when any member of the family is ill (33.3%); (c) Indochinese are unable to work independently (21.4%), lack assertiveness (25.0%); and (d) Migrant students are kept out of school to work in the fields (38.5%).

The first group of respondents believed that the migrant students are kept out of school to work in the fields, yet the second group did not believe that this was true. Research has shown that an "estimated one percent of the high-school age agricultural migrant farm laborers graduate from high school (Randall, 1978). Randall (1978) indicated that the dramatic decline of the migrants' school attendance begins in grade seven. By ninth grade, only eleven percent of the migrant students

are attending school. These conflicting responses may indicate that the tespondents were familiar with a specific group of migrants who are willing to let their children continue school or are not familiar with the migrant situation and are expressing an "educated" bleief (see Table 9).

The barriers that arise between teachers and students in the way students perceive classroom assignments were not validated or invalidated. Thus, they are considered to be potential barriers. The degree to which they believe them valid (shown in Table 10) follows: (a) Cuban and Indochinese, perceive homework as a group effort (28.6%), are unwilling to ask questions of teachers when they do not understand (50.0%); (b) Cuban (those educated in Cuba) students expect teachers to "spoonfeed" work to them (26.6%); (c) Migrants do not want homework because they have work to do (42.9%).

Those barriers, though identified by instructors of students from those cultures, were found not valid when reviewed by instructors from different cultural groups.

Summary

The purpose of this study was to identify cultural barriers that may impede the students' learning in a vocational program. The respondents were divided into two groups, those who responded to the first questionnaire and those who responded to the second questionnaire

Table 9

Conflicts that Arise Between the Teacher, Employer, and Student/Employee Because of Difference in Work Behavior of Student/Employee of a Different Culture

Group	Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Mixed	a. Students do not see importance of understanding and accepting new culture.	0	00.0	5	27.8	1	5.6	11	61.2	1	5.6	3
	b. Young students are more concerned with socializing than learning and working.	0	00.0	6	33.3	1	5.6	11	61.0	0	00.0	3
	c. Those individuals who were affluent or came from affluent families cannot easily adapt to the work situation in this country.	0	00.0	5	27.8	4	22.2	6	33.3	3	16.7	3
Cuban	a. Students do not desire to learn new culture.	1	6.7	2	13.3	2	13.3	9	60.0	1	6.7	6

Table 9 (continued)

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do Not Know f
Hispanics	a.	Are not always punctual.	0	00.0	5	35.7	5	35.7	3	21.4	0	00.0	6
	b.	Call or do not go to work when any member of the family is ill.	0	00.0	3	21.4	5	35.7	6	42.9	0	00.0	7
Indochinese	a.	Are unable to work independently.	0	00.0	3	25.0	6	50.0	3	25.0	0	00.0	9
	b.	Lack assertiveness	0	00.0	7	50.0	6	42.9	0	00.0	1	7.7	7
Migrant	a.	Students want extra attention from the teacher.	0	00.0	5	38.5	6	46.2	2	15.4	0	00.0	8
	b.	Young students are kept out of school to work in the fields.	0	00.0	5	38.5	6	46.2	2	15.2	0	00.0	8

Table 10

Conflicts that Arise Between Teachers and Student in the Way

Students Perceive Classroom Assignments

Group		Cultural Barrier	Scale SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Do No Know f
Cuban and Indochinese	a.	Perceive homework as a group effort.	1	7.1	3	21.4	5	35.7	4	28.6	1	7.7	7
	b.	Are unwilling to ask questions of teachers when they do not understand.	3	25.0	3	25.0	0	00.0	5	41.7	1	8.3	9
Cuban (educated in Cuba)	a.	Students expect teachers to "spoon feed" work to them.	2	13.3	2	13.3	4	26.7	5	33.3	2	13.3	6
Migrants	a.	Do not want homework because they have work to do.	2	14.3	4	28.6	5	35.7	3	21.4	0	00.0	7

to validate the previously identified barriers.

The first group (RI) of respondents were personnel affiliated with vocational programs with culturally different students. The culture of the participants and that of their students were different in most instances.

The second group (RII) were bilingual personnel and recipients of Bilingual/Bicultural Fellowship awards at Florida State University. These participants were mainly the same culture as the staff.

The barriers were initially identified by the use of an open-ended questionnaire that was mailed to 40 bilingual vocational educators outside the state of Florida. The questionnaire was also used as a format to interview 35 additional participants in the state of Florida. The barriers identified by these two methods were synthesized and included in the second questionnaire.

The second questionnaire required the respondents to rate the barriers by selecting the response that most closely expressed the degree to which they believed the barriers would impede learning. The scale used was a five point Likert from strongly agree to strongly disagree.

Conclusions and Recommendations for Research

The researcher recommends that future research to improve the cultural understanding between teachers and

students of varying cultural backgrounds be undertaken. This research, when completed, would enable teachers and students to communicate with one another on a more equal level and thus benefit the teacher in delivery of his/her vocational program and the student in his/her ability to understand the course offerings. The following is recommended:

1. A study to determine if the barriers perceived by educational personnel of varied cultures, affiliated with students of diverse cultures, are the same barriers as those perceived by educational personnel whose culture is the same as the students. The study should include participation by students, parents, and community leaders to further indicate if the barriers perceived by the educational staff were valid. This study would provide for further identification and verification of cultural barriers to students' learning in the vocational classroom.

2. A study should be conducted to identify personnel who are effectively overcoming cultural barriers in their classroom.

3. A study should be conducted to identify strategies that would be effective in overcoming the identified cultural barriers. Identified, effective personnel could be used in a series of workshops to instruct other educators in the methods and strategies which they have found effective in the education of culturally different students.

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Appendix A

Questionnaire Materials to Identify Cultural Barriers

College of Education
Department of Educational Leadership
Vocational Education
206 South Woodward
(904) 644-6298

The Florida State University
Tallahassee, Florida 32306

February 10, 1981

In recent years there has been an increasing interest in the influence of culture on student learning. The state of Florida, Division of Vocational Education has requested that we conduct a study to determine the effect of cultural differences on learning in the multicultural classroom. This is the first step of a two step process to identify the cultural differences that provide barriers to learning in the vocational classroom. Your responses on the enclosed survey will provide the information we need to develop a structured survey of cultural barriers.

In addition to the open ended questions that ask you to provide barriers created by cultural differences you have observed in vocational classrooms and the groups between which these barriers were observed, we also ask that you provide us with some information about yourself and the language and ethnic groups in your school. Your response to the personal data is optional. All of the responses to the survey will be summarized and respondents will remain anonymous. The survey is coded only for the purpose of keeping track of who has or has not responded.

We ask that you return the completed survey in the enclosed preaddressed, stamped envelope. Please return the completed survey by February 25, 1981. Your early response will be appreciated.

If you have any questions about the project, please write to me at the above address or call (904) 644-6298. I appreciate your cooperation in responding to this survey.

Sincerely,

Mary A. Marangos
Research Assistant

/jks

Information Sheet

Name: _____

School: _____

Position: _____

Languages you speak and your proficiency:

Language	Proficiency in Language			
	Native	Good	Fair	Poor
1) _____				
2) _____				
3) _____				
4) _____				

Languages spoken in your classes:

1) _____

2) _____

3) _____

4) _____

5) _____

Ethnic Groups in Class: (e.g., Mexican, Cuban)

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

Survey to Identify Cultural Barriers

to Learning in the Classroom

This survey provides you with an opportunity to express your opinions about the cultural barriers that may prevent students from learning in the vocational classroom. The results of this survey will be used to develop a questionnaire to validate cultural barriers.

On the following pages you will find a series of statements. You are asked to express your feelings as to what cultural differences exist in each area. There are no right or wrong answers, so do not hesitate to react to each statement with an expression of your feelings. Furthermore, any additions, deletions, or comments that you wish to make are welcome. All responses will be summarized before being used. Thus, your anonymity is insured.

Culture Survey

Suggested Areas of Barriers to Learning	Barriers You Have Observed	Groups with cultural differences that result in reduced learning efficiency, i.e. Spanish speaking students and English speaking teachers or Bilingual teachers and students whose native language is English.
I. Differences in the students expectations of school.	a)	a)
	b)	b)
II. Differences in the beliefs about the way to get reward from work and life in general.	a)	b)
	b)	b)

51

Suggested Areas of Barriers to Learning	Barriers You Have Observed	Groups with Cultural Differences that Result in Reduced Learning.
III. Conflicts among groups of students that arise because of cultural differences.	a)	a)
	b)	b)
IV. Conflicts that arise because of feelings teachers have about students from different cultures.	a)	a)
	b)	b)
V. Disruptions caused by the inability of the teacher and students to communicate	a)	a)
	b)	b)

Suggested Areas of Barriers to Learning	Barriers You Have Observed	Groups with Cultural Differences that Result in Reduced Learning
VI. Belief by student or teacher that the other is not intelligent.	a)	a)
	b)	b)
VII. Behavior by bilingual or non-English, monolingual students unacceptable to the teacher.	a)	a)
	b)	b)
VIII. Conflicts that arise because the teacher tries to impose his/her values on students from different cultures.	a)	a)
	b)	b)

Suggested Areas of Barriers to Learning	Barriers You Have Observed	Groups with Cultural Differences that Result in Reduced Learning
IX. Conflicts that arise between the teacher and student because of differences in work behaviors of students from different cultures.	a)	a)
	b)	b)
X. Conflicts that arise between teachers and students in the way students perceive the class assignments they receive.	a)	a)
	b)	b)

Appendix B

Questionnaire to Validate

Cultural Barriers

Study to Identify Cultural Barriers to Learning

or Succeeding on a Job in the United States

Name: _____

School: _____

Position: _____

Language(s) you speak and your proficiency:

Language	Proficiency in Language			
	Native	Good	Fair	Poor
1) _____				
2) _____				
3) _____				
4) _____				

Languages spoken in your class(es)

1) _____

2) _____

3) _____

4) _____

5) _____

Ethnic Groups in Class(es) (e.g., Mexican, Cuban)

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

Study to Identify Cultural Barriers to Learning

or Succeeding on a Job in the United States

This study requests you to express your opinions about cultural barriers that may prevent adult students (high school and above) from learning in the classroom or succeeding on a job. The results of this survey will provide some guidelines for providing more effective education that may be used by consultants and educators in the state of Florida who deal with culturally different students.

On the following pages you will find a series of statements. You are asked to circle the response that most nearly represent the identified cultural barriers. There are no right or wrong answers, so do not hesitate to react to each statement with an expression of your feeling. Additions, or comments that you wish to make are welcome. All responses will be summarized before being used. Thus, your anonymity is insured.

Questionnaire

Cultural Barriers to Adult Student Learning and/or

Succeeding on a Job in the United States

Directions: Circle the response that most nearly represents your feelings as to the degree that you agree with the identified cultural barrier. In making your response, circle 1, 2, 3, 4, or 5 as below.

1. Strongly Agree (SA)	If the identified cultural barrier would have <u>considerable</u> negative effect on a students learning and/or maintaining a job.
2. Agtee (A)	If the identified cultural barrier would have a <u>moderate</u> negative effect on students learning and/or maintaining a job.
3. Undecided (U)	If you are not sure whether or not the identified cultural barrier would have <u>any effect</u> on a students learning and/or maintaining a job.
4. Disagree (D)	If the identified cultural barrier would have <u>little or no effect</u> on a students learning and/or maintaing a job.
5. Strongly Disagree (SD)	If the identified cultural barrier would have <u>little or no effect</u> on a students learning and/or maintaining a job.

Group		Cultural Barrier	SA	A	U	D	SD
Laotian-educated that were members of families with status in Laos	a.	Expect formal education system to be used in the schools.	1	2	3	4	5
Migrants-Mexican American	a.	Expect immediate reward from education or job (immediate gratification).	1	2	3	4	5
	b.	Expect high rewards for little effort in school.	1	2	3	4	5
	c.	Expect school to be too hard, and thus it is. They exhibit the self-fulfilling prophecy of-if you expect something to be hard it will be.	1	2	3	4	5
	d.	Expect to learn English with little or no effort on their part.	1	2	3	4	5
Puerto Rican	a.	Expect instruction to be conducted in Spanish.	1	2	3	4	5
Saudi-Arabian educated that are members of prominent families in Saudi Arabia.	a.	Expect the education to be provided to them with little or no effort on their part.	1	2	3	4	5
Vietnamese educated and member of families of status in Vietnam	a.	Expect formalized education system to be used in the schools.	1	2	3	4	5
	b.	Expect to learn without attending classes.	1	2	3	4	5

Additional Comments

Groups Cultural Barrier

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(Make additional comments on back of page)

2. Differences in the beliefs about the qay to get reward from work and life in general.

Group	Cultural Barrier	SA	A	U	D	SD
Mixed	a. Differences were believed to be greater between the individuals rather than between culture groups. The different educational, social, economic and political level that the individual had in their previous homeland often determined the conflicts that existed in the class.	1	2	3	4	5
Blacks	a. Students express a desire to get ahead and achieve, but do the minimum amount of work necessary to get by.	1	2	3	4	5
	b. Students express desire to get ahead yet are willing to collect welfare rather than work.	1	2	3	4	5
Buddhist as a religious group	a. The Buddhist believe that all is predestined. This deters hard work or a desire to change the future. These students are willing to accept their life as it is because this is what was destined.	1	2	3	4	5
Chinese	a. The Chinese work ethic and that of the Americans of hard work for advancement are concurrent. The Chinese desire to:					
	i. learn English quickly, and work at it.	1	2	3	4	5

Group	Cultural Barrier	SA	A	U	D	SD
Chinese	a. (continued)					
	ii. Advance at work and are willing to work towards their desired objective (long term gratification).	1	2	3	4	5
	iii. Obtain an education, continue school even when working.	1	2	3	4	5
	b. The Chinese do have problems with:					
	i. Oral communication and understanding of other cultures. They do desire to maintain their cultural standards and find it hard to understand or accept the cultural values of others.	1	2	3	4	5
Greeks	a. Are hard workers and adapt to the American work ethics.	1	2	3	4	5
	b. Believe when something goes very well or bad that it was "written" and do no blame it on themselves.	1	2	3	4	5
Migrants	a. Want immediate gratification for work done.	1	2	3	4	5
	b. Do not believe that hard work and/or education can lead to a better life.	1	2	3	4	5
	c. Believe that they must work for the family and not for themselves.	1	2	3	4	5

Group	Cultural Barrier	SA	A	U	D	SD
Migrants	d. Believe that they cannot make it in the work world outside their group.					

Additional Comments

Group	Cultural Barriers

(Make additional comments on back of page)

3. Conflicts among groups of students that areise because of cultural differences.

Group	Cultural Barrier	SA	A	U	D	SD
Mixed	a. For political or social reasons certain groups are unable to get along:					
	i. Asian-Southeastern	1	2	3	4	5
	ii. Different Latin American groups	1	2	3	4	5
	iii. Indochinese and Europeans	1	2	3	4	5
	iv. Vietnamese and Cambodian	1	2	3	4	5
	v. Vietnamese and Chinese	1	2	3	4	5
	b. Conflicts amon groups can occur because of the different beliefs groups have about relating to individuals of other colors, ethnic background and/or social status.	1	2	3	4	5

Groups		Cultural Barrier	SA	A	U	D	SD
Mixed	c.	Conflict within groups or between groups can be due to religious beliefs, i.e., Buddhist and Christian.	1	2	3	4	5
Blacks	a.	Students stay together and tend to exclude others	1	2	3	4	5
	b.	Students exhibit a superior attitude toward other cultures.	1	2	3	4	5
Chinese	a.	Students tend to reject people of other cultures	1	2	3	4	5
Cuban	a.	Society believe in traditional male-female roles and may conflict with other cultures.	1	2	3	4	5
	b.	Society has a class system that is maintained in this country.	1	2	3	4	5
	c.	Society has a racial discrimination policy that is maintained by some individuals.	1	2	3	4	5
Hispanics (in general)	a.	Believe in the traditional role of women that may conflict with other cultures.	1	2	3	4	5
Iranians	a.	Do not wish to associate with individuals of different cultures and races.	1	2	3	4	5
Migrants	a.	Have a class system within their society that may cause conflict within the group. An example is the Texihanos who tend to stay together and exclude other Hispanic migrants.	1	2	3	4	5

Groups		Cultural Barrier	SA	A	U	D	SD
Japenese	a.	Do not wish to associate with individuals of different cultures and races.	1	2	3	4	5
Vietnamese	a.	Traditional attitude towards women may cause problems with other cultures.	1	2	3	4	5

Additional Comments

Groups Cultural Barrier

(make additional comments on back of page)

4. Conflicts that arise because of feelings teachers have about students of different cultures.

Groups		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Some instructors believe that all students should adapt to the "Anglo" culture and do not attempt to understand the target culture.	1	2	3	4	5
Cuban	a.	Students that have not been in a traditional class are disruptive because they lack training. The students may also become violent when traditional behavior is demanded of them.	1	2	3	4	5

Additional Comments

Groups Cultural Barrier

(Make additional comments on back of page)

5. Disruptions caused by inability of teachers and students to communicate.

Groups		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	The expectations of the teacher are not understood by the students because of language. The teacher does not know the target language and there are no translators.	1	2	3	4	5
	b.	Students feel discouraged by lack of understanding and become disruptive.	1	2	3	4	5
Blacks	a.	A physical culture whose gestures maybe misunderstood by the teacher.	1	2	3	4	5
Cubans	a.	Students have the tendency to leave the room without informing the instructor.	1	2	3	4	5
Hispanics	a.	A touching culture that may be misunderstood by the instructors.	1	2	3	4	5
Migrants	a.	Students become frustrated when they believe that they cannot communicate their feelings and beliefs to the instructors.	1	2	3	4	5

Additional Comments

Groups Cultural Barrier

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(Make additional comments on back of page)

6. Belief by student or teacher that the other is not intelligent.

Group		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Students perceive themselves as dumb when they are unable to remember what they learned the day before.	1	2	3	4	5
	b.	Responses of students based on culture may cause teacher to think student is stupid.	1	2	3	4	5
Arabs	a.	Females are dumb and cannot teach a man.	1	2	3	4	5
Europeans	a.	Students believe that teachers perceive them as dumb and leave school.	1	2	3	4	5
Haitians	a.	Who have poor hygiene habits are believed to be stupid by the teacher.	1	2	3	4	5
Migrants	a.	Believe women are inferior and thus stupid. Teachers that are women are stupid.	1	2	3	4	5

Additional Comments

Groups	Cultural Barrier

(make additional comments on back of page)

7. Behavior or habits of bilingual or non-English mono-lingual students unacceptable to the teacher.

Groups		Cultural Barrier	SA	A	U	D	SD
Mexican and Cuban	a.	Smoking in class	1	2	3	4	5

Group		Cultural Barrier	SA	A	U	D	SD
Hispanics and Indochinese	a.	Speaking in native language in class with others who are unable to understand them.	1	2	3	4	5
Cuban and Indochinese	a.	Helping each other with tests and assignments	1	2	3	4	5
Southeastern, Asian, Vietnamese	a.	Personal habits such as expectorating (spitting) in public, blowing nose on person can make teachers ill.	1	2	3	4	5
Haitian, Vietnamese, Arabs	a.	Remove shoes in class.	1	2	3	4	5
	b.	Have body odor	1	2	3	4	5
Cubans	a.	Do not participate in class work.	1	2	3	4	5
	b.	Lack of interest in work that is not directly related to the identified class text.	1	2	3	4	5
	c.	Lack enthusiasm in class for lessons & learning.	1	2	3	4	5
	d.	Socialize excessively in class.	1	2	3	4	5

Additional Comments

Groups Cultural Barrier

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(make additional comments on back of page)

8. Conflicts that arise because the teachers tries to impose his/her values on students of different cultures.

Group		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Confusion is caused in a culturally different home when the student tries to adopt new values, and they conflict with home values	1	2	3	4	5
	b.	Students may lose respect for family values.	1	2	3	4	5
	c.	Students may feel threatened by new values.	1	2	3	4	5
	d.	Students may resent having new values imposed on them.	1	2	3	4	5
Cuban	a.	Students do not believe that helping each other on a test is cheating as seen in the "Anglo" society.	1	2	3	4	5
Hispanic	a.	Resent being expected to adapt to a new time reference. Punctuality is not expected in the Latin American Countries.	1	2	3	4	5
Migrant and Arabs	a.	The "macho" Society will not accept the value of "equal rights for women."	1	2	3	4	5

Additional Comments

Groups	Cultural Barrier

(make additional comments on back of page)

9. Conflicts that arise between the teacher, employer and student/ employee because of differences in work behavior of student/ employee from different culture.

Group		Cultural Barrier	SA	A	U	D	SD
Mixed	a.	Students do not see importance of understanding and accepting new culture.	1	2	3	4	5
	b.	Young students are more concerned with socializing than learning and working	1	2	3	4	5
	c.	Those individuals who were affluent or came from affluent families cannot adapt easily to the work situation in this country.	1	2	3	4	5
Cuban	a.	Students do not desire to learn new culture.	1	2	3	4	5
Hispanics	a.	Are not always punctual	1	2	3	4	5
	b.	Call or do not go to work when any member of the family is ill.	1	2	3	4	5
Indochinese	a.	Are unable to work independently.	1	2	3	4	5
	b.	Lack assertiveness	1	2	3	4	5
Migrant	a.	Students want extra attention from the teacher.	1	2	3	4	5
	b.	Young students are kept out of school to work in the fields.	1	2	3	4	5

Additional Comments

Groups	Cultural Barrier
	(make additional comments on back of page)

10. Conflicts taht arise between teachers and students in the way students perceive classroom assignments.

Groups		Cultural Barrier	SA	A	U	D	SD
Cuban and Indochinese	a.	Perceive homework as a group effort.	1	2	3	4	5
	b.	Are unwilling to ask questions of teachers when they do not understand.	1	2	3	4	5
Cuban (educated in Cuba)	a.	Students expect teachers to "spoon feed" work to them.	1	2	3	4	5
Migrants	a.	Do not want homework because they have work to do.	1	2	3	4	5

Additional Comments

Group	Cultural Barrier